EWS 101: Introduction to the Five Core Components of Early Warning Systems (EWS)

Regional Educational Laboratory (REL) Network Learning Series on Early Warning Systems
February 25, 2016
Regional Educational Laboratory System
Goals: Understand the key elements of implementing Early Warning Systems

• Building a team
• Identifying appropriate indicators
• Creating data reports
• Mapping interventions to indicators
• Evaluating interventions
The power of an Early Warning System?
Early Warning Intervention Monitoring System Implementation Guide

Seven-step process that guides users in decisions about supporting at-risk students and guidance in continuing to monitor progress over time

http://www.earlywarningsystems.org/resources-tools/implementation-and-research
A Practitioner’s Guide to Implementing Early Warning Systems

• Developed by REL Northwest in 2015
• Describes and provides examples of EWS implementation strategies in use across the country
Early Warning System Implementation

- Establishing EWS Teams
- Roles & Responsibilities
- Goal Setting

Indicators & Reports
- Updating Protocol
- Validity & Thresholds
- Accommodating Different Report Uses
- Student Privacy
- Distribution Schedule

Evaluate the Interventions
- Bobby
  - Attendance: Call Home, Free Transport
  - Course Grades: Late Homework Accepted
- Grace
  - Behavior: Peer Mentors, Counselor Check-In
- Joshua
  - Attendance: Call Home
  - Behavior: Counselor Check-In

Linking Indicators with Interventions
- Call Home
- Change Policy
- First Period Check-In

Assign Mentor
Counselor Meetings
In-School Suspension

Peer Tutoring
Late Homework Policy
Credit Recovery
Presenters

Jenny Scala, American Institutes for Research

Amy Szymanski, Secondary Transition and Workforce Development consultant, Ohio’s State Support Team
Establishing EWS Teams

Roles & Responsibilities

Goal Setting
Component 1: Building an EWS team

Include team members who have:

- Authority to make decisions
- Knowledge of diverse students
- Knowledge of range of available interventions
- Expertise to manage and analyze data
- Representation from the district
- Familiarity with your EWS tool and student information system

Determine team members’ roles and responsibilities
Setting up routines

Establish a meeting schedule

Create communication processes

• Within EWS team
• To garner feedback from other staff members
• To disseminate information to other staff members
Indicators & Reports

- ✔ Updating Protocol
- ✔ Validity & Thresholds
- ✔ Accommodating Different Report Uses
- ✔ Student Privacy
- ✔ Distribution Schedule
Commonly used early warning indicators include the following:

• Attendance
• Course performance, especially the number of Fs
• Grade point average (GPA)
• Disciplinary incidents

Early warning indicators are symptoms, not causes
High school graduation outcome
High-yield indicators: High school attendance

Graduation Rates, by Freshman Absences

Source: Allensworth and Easton, 2007
High school graduation outcome
High-yield indicators: Grade 9 course failures

Graduation Rates, by Freshman Course Failures

Source: Allensworth and Easton, 2007
High school graduation outcome
High-yield indicators: Freshman GPA

Graduation Rates, by Freshman GPA

Source: Allensworth and Easton, 2007
## Dropout Thresholds

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Middle Grades</th>
<th>High School</th>
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<tr>
<td><strong>Incoming Indicator</strong></td>
<td>Previous year EWS tool exit indicators or locally validated indicators of risk</td>
<td>Previous year EWS tool exit indicators or locally validated indicators of risk</td>
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<tr>
<td><strong>Attendance</strong></td>
<td>Missed 20 percent or more of instructional time</td>
<td>Missed 10 percent or more of instructional time</td>
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</table>
| **Course Performance**      | Failure in an English language arts (ELA) or mathematics course                                                                                 | - Failure in one or more courses  
- Earned 2.0 or lower GPA (on a 4-point scale)                                                                                            |
| **Behavior**                | Locally validated thresholds                                                                                                                   | Locally validated thresholds                                                                                                                  |
| **End-of-Year Indicator**   | EWS exit indicator or locally validated indicators of risk                                                                                     | EWS exit indicator or locally validated indicators of risk                                                                                   |
Sample EWS student report

Student Report

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<tr>
<th>* Year</th>
<th>* Period</th>
<th>Grade</th>
<th>Disability</th>
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**Personal Information**

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**Trimester_1**

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<th># of Course Fails</th>
<th>GPA</th>
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The Learning Series on Early Warning Systems is a coordinated set of technical assistance activities conducted by the 10 Regional Educational Laboratories.
Sample EWS school-level report
EWS in action: Building the right team

District representation and participation is ideal!

Identify patterns and trends in the data

Determine district-wide need

Impact the group of students rather than individual students

Influence policy and procedures for systems change
Presenters

Sarah Frazelle, REL Northwest

Amy Szymanski, Secondary Transition and Workforce Development consultant, Ohio’s State Support Team
Linking Indicators with Interventions

Call Home
Change Policy
First Period Check-In

Assign Mentor
Counselor Meetings
In-School Suspension

Attendance
Behavior
Courses

Peer Tutoring
Late Homework Policy
Credit Recovery
Component 4: Mapping interventions to indicators

- Step 1: Define what will be considered an intervention
- Step 2: Identify available interventions
- Step 3: Identify the objective of each intervention
A multi-tiered approach: Prevention and intervention

**Intensive**: reserved for the 5-10% of students who need small-group or one-on-one support

- e.g., assign a case worker to the student

**Targeted**: aimed at an estimated 10-15% of students

- e.g., require students to sign an attendance contract

**Universal/School-wide**: impact about 80% of students

- e.g., track attendance daily at the classroom level, respond to first absence of each student
Mapping interventions to indicators

• Step 1: Define an intervention
• Step 2: Identify available interventions
• Step 3: Identify the objective of each intervention
• Step 4: Identify the intervention tier
• Step 5: Identify capacity and ownership
## Cataloging interventions: Indicators, capacity, and tiers

<table>
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<tr>
<td><strong>Intervention Name</strong></td>
<td><strong>Contact Person</strong></td>
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|  | **School Level** |
|  |  |
|  | **Program Coordinator** |
|  |  |
Help the district provide targeted supports tailored to each student’s individual areas of growth
Assessing supply through resource mapping

By indicator

• How many students can be supported at each tier?

• Are there community partners who could assist?

• Are there additional grant or funding opportunities available?
Assessing demand through schoolwide trend analysis

Examine the number of students off-track

Use trend analysis to identify the demand for student supports

Do you have enough interventions to support your students?
Don’t forget to include the student voice!

Hold focus groups with students
• Not the “usual suspects”

Develop culturally responsive interventions
EWS in action: Combining EWS with other data use initiatives

Consider current initiatives and interventions

Avoid “one more thing”

Assign, provide, and monitor interventions within a multi-tiered system of supports

• Example 1: student study period
• Example 2: EWS team organized by tiered level of support
Evaluate the Interventions

**Bobby**
- **Attendance:** Call Home, Free Transport
- **Course Grades:** Late Homework Accepted

**Grace**
- **Behavior:** Peer Mentors, Counselor Check-In

**Joshua**
- **Attendance:** Call Home
- **Behavior:** Counselor Check-In
Component 5: Evaluation
Schoolwide analysis

Are you flagging fewer students in each indicator?

Is this true for every group of students?
Collect data on each intervention

Title

Targeted indicator

Definition of “regular participation”

Progress measurement

Expectations of student progress?

What would “success” look like if the intervention works?
Keeping track of each student

Record student data for each intervention

- Student name
- Student participation in the intervention
- Student’s beginning indicator data
- Student’s ending indicator data

Are participating students generally improving?
Presenter

Denise Wright, Centennial School District, Oregon
EWS as a part of Centennial School District’s multi-tiered systems of support

Denise Wright
Student Services Supervisor
How Centennial School District built its team

2012-13
Attended EWS introduction w/ FHI360

2013-14
Chose district team members
• Representatives from all secondary buildings
• Multiple disciplines: Counselors, school psychologists, deans of students, administration, assessment
• District administration input: Added elementary team members

2014-15
Trained building team members: Tier I, Tier II, Tier III
Identifying appropriate indicators for our district

2013-14

• District team reviewed research
• Chose national indicators: Attendance, behavior, and credits/grades
• Set initial thresholds

2014-15

• District indicators set for attendance & behavior
• Credits/grades (middle & high school specific)
CSD indicators (2014-15)

ATTENDANCE
On-track: 90-100%
Sliding: 80-89%
Off-track: less than 80%

BEHAVIOR
On-track: 0 Suspension/0-1 Ref.
Sliding: 1 Suspension/2-4 Ref.
Off-track: 2 or more Suspensions/5 or more Referrals

COURSE FAILURES: CHS
On-track: Fr (6+), So (12+), Jr (18+), Sr (24+)
Sliding: Fr (5), So (11), Jr (17), Sr (23)
Off-track: Fr (4 or less), So (10-or less), Jr (16 or less), Sr (22 or less)

GRADES: CMS
On-track: 0 F’s
Sliding: F in ELA &/or Math
Off Track: F in BOTH ELA & Math

DRA/All School Write (Elem.)
On-track: Low Risk
Sliding: Some Risk
Off-track: At Risk
Building district capacity to develop and use data reports

2013-14
• Researched Data Report Options (Surrounding Districts, National, Educational Service District)
• Gathered Input from Team and Administrators

2014-15
• Hired Data Analyst!!!
• Refined Data Reports
• Used with High School

2015-16
• Comparison Data
• Used at all levels
Example: Secondary EWS report

<table>
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<tr>
<th>Acade</th>
<th>Susp</th>
<th>Referrals</th>
<th>Behavior</th>
<th>Curr Yr</th>
<th>Days Present B</th>
<th>Attendance %</th>
<th>Attendance</th>
<th>Cum Credits</th>
<th>Cum Credit</th>
<th>Credits Fail</th>
<th>Credits Passing</th>
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<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>On Track</td>
<td>32</td>
<td>25</td>
<td>78.13%</td>
<td>Off Track</td>
<td>7.5</td>
<td>13.5</td>
<td>6</td>
<td>Off Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>On Track</td>
<td>32</td>
<td>24</td>
<td>75.00%</td>
<td>Off Track</td>
<td>13</td>
<td>14</td>
<td>1</td>
<td>On Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>On Track</td>
<td>29</td>
<td>21</td>
<td>72.41%</td>
<td>Off Track</td>
<td>10.5</td>
<td>13</td>
<td>2.5</td>
<td>Sliding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>On Track</td>
<td>32</td>
<td>24</td>
<td>75.00%</td>
<td>Off Track</td>
<td>5</td>
<td>11.5</td>
<td>6.5</td>
<td>Off Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>On Track</td>
<td>32</td>
<td>22</td>
<td>68.75%</td>
<td>Off Track</td>
<td>4.5</td>
<td>10</td>
<td>5.5</td>
<td>Off Track</td>
<td></td>
</tr>
</tbody>
</table>
Example: Middle school team chart

**Attendance Early Warning**

- **Tier 1 - On Track**: 99 students
- **Tier 2 - Sliding**: 7 students
- **Tier 3 - Off Track**: 4 students
- **N/A**: 0 students
Centennial School District
Mapping interventions to indicators

2013-14
• Initially mapped elementary, middle, & high school

2014-15
• High school-Reviewed & pared down
• Noticed attendance

2015-16
• High school-Increased attendance supports & interventions
## Mapping interventions

### Attendance

<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>Contact Person</th>
<th>Student Capacity</th>
<th>RTI Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Attendance Calls Home</td>
<td>Holstrom</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>School SRO Home Visits with Counselor</td>
<td>Erickson</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Informational Letters Home</td>
<td>Counselors/Admin</td>
<td></td>
<td>1 or 2</td>
</tr>
<tr>
<td>Attendance Initiative</td>
<td>Melvin</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Home Visits</td>
<td>Erickson/Melvin/Counselor</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
CSD systems and interventions are working

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Grad. Rate</td>
<td>65.4% to 73.1%</td>
</tr>
<tr>
<td>Credit Attainment</td>
<td>75.85 to 79.20%</td>
</tr>
<tr>
<td>Discipline</td>
<td>Exp. 24 to 0</td>
</tr>
<tr>
<td></td>
<td>Suspend. 470 to 239</td>
</tr>
<tr>
<td>Attendance</td>
<td>6th Grade 82% to 85%</td>
</tr>
</tbody>
</table>
For additional questions email the presenters!
Jenny Scala: jscala@air.org
Amy Szymanski: esclew_aszy@sstr1.org
Sarah Frazelle: sarah.frazelle@educationnorthwest.org
Denise Wright: denise_wright@csd28j.org